Reflections on a trainer’s/facilitator’s competences

Information

Objectives of the Session
- To discuss about different skills and competences trainers can and/or should have. - To reflect upon one’s own competences.

Participants’ Learning Objectives
- Learn about one’s own skills and competences and make a development plan - Clarify roles and concepts related with the training and facilitation field - Learn about the differences between a formal teacher and a trainer/facilitator on the different levels - Reflect on the competences of different profiles (trainers, facilitators, peer educators, teachers)

Tips / things to take into consideration
Make sure people are honest but not too hard on themselves when discussing their competences. Remember to remind the groups they find themselves among peers and should feel safe to share, with no judgement from the group!

Requirements

Time required
100 min

Space required
A room big enough for a plenary and space on the floor to move around

Group Size
Up to 25 participants

Group Info
The group should be composed of people who are already or are starting a path as trainers or facilitators in non-formal education processes.

Materials required
Sticky notes Coloured paper Post-its Pens and markers “Trainer competences cards” - annex01 “Who does what” table - annex02 Flipchart paper Masking tape

Preparation needed before starting
You’ll need to prepare the material for the activity hereafter described: print the “Trainer competences cards” (annex01) and the “Who does what” table (annex02), which you can also draw on coloured paper/post-its; you’ll also need to draw a “Tree of Competences” on a flipchart, one per group.
Activities step by step

Step 1: Prepare the “who does what” table
20 Minutes

Prepare the “who does what” table. Stick the blue column and row already to the wall and cover or put somewhere else the other papers or sticky notes. You can uncover them later! You’ll discuss here the different tasks and skills of teachers/trainers/facilitators that happen at the different level of a learning process. You can either unveil them first and then ask for additions from the group or ask first to the group what do they think the different spaces are for and then show your secret cards!

Step 2:
40 Minutes

Trainers competences: “Trainers competences cards” (that you previously printed and cut) are spread on the floor. All participants take one card of a competence that they have a vivid memory of being used or using as a trainer. They later share the story with the rest of the group and tell why they think this is an important exercise. Once done this the cards should be put back on the floor.

Pyramid: Hand out papers, pens, markers and ask to the group to individually create a pyramid, reflecting their own competences. The pyramid should be organised in 3 levels. The lower (the base of the pyramid) includes “What I am comfortable doing/what competences I have already”. In the middle of the pyramid there is “What I am in the process of developing” and at the top of the pyramid you’ll add “What I want to develop in the future”. For this exercise the group can use all the cards which can stay on the floor.

Step 3:
40 Minutes

Play a game to form groups. You can play the small energiser with animal noises, in order to create groups. According with the number of participants, you decide how many groups, choosing some animals, writing the animals’ name on small pieces of paper and putting them in a hat: i.e., you have a group of 12, you want to make 3 groups of 4 people, so you’ll write 4 pieces of paper saying “Tiger”, 4 saying “Dog” and 4 saying “crocodile”, then you’ll fold the papers and put them in a hat. Everyone picks a paper and does not share it with the rest of the group until you say “go” and ask people to make the noise of the animal written on their piece of paper. People need to find their fellow animal and form small groups.

Discuss the Tree of Competences in the small groups (one three per group – max 5 people in each group): Each groups will discuss on the following aspects:

Leaves of the tree: the group will discuss the following question: What are the competences that are not necessarily needed but can be helpful?

Branches of the tree: the group will discuss the following question: What are the competences that one acquires over time?

Trunk of the tree: the group will discuss the following question: What competences represent the roots?

Each group will write down the selected competences on a post-it (one competence per post-it). You can add all the competences you think are necessary and are not in the “Trainer competences cards”, and all the competences that are specific about school student activism and training.

Each group will share its tree in plenary (in the end you will have “The forest of competences”) and reflect on the following questions all together:
• Can we agree on the trees?
• How can we promote, as trainers and facilitators, the competences we just categorised in the trees?
• Which of these competences are the most important for you in Non-Formal Education?
• Which of these competences are the most important for you in our particular setting?